

The Educational Weekly.

The Educational Weekly.

THE UNION OF

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E. O. VAILE,
S. R. WINCHELL, } Editors and Proprietors.

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CHICAGO, THURSDAY, OCTOBER 10, 1878.

Editorial.

TEACH THE ELEMENTS OF POLITICAL ECONOMY TO CHILDREN.

LAST week we spoke of the educating which must be done in this campaign, and of the duty of every citizen to bring his positive influence to bear in favor of a wise and honest policy. The educating forces must operate upon the voters. That is the urgent necessity of the present moment. But there is another necessity in the line of popular education of even greater importance; and that is that the rising generation, the boys and girls who are in our schools to-day, shall be so taught and influenced that the labor commotions of the last two years, and the foolish and most pernicious socialistic sentiments now so freely uttered by discontented ignorance and villainous demagogism, shall be an impossibility in the future of the Republic. If we escape from the present crisis without suffering greater torment we may well be thankful. For our salvation in the future let us turn promptly to our public schools and to our teachers. There is the place to apply the remedy rather than to risk the uncertain issue of a political campaign, as we are now compelled to do. Let the thoughtful citizen as he travels through the country talk with railroad employes from station agent down to brakeman; let him stand by the workman's bench or tradesman's counter, and he will be astonished to see what a hold the moral and social heresies of the day have taken upon even well meaning men of some intelligence.

These men stand where they do, not because of any inherent or superior force or plausibility in the doctrines they have im-

bibed. American air and American soil are naturally hostile to these principles, and yet they have taken deep root. The influences of suffering and of short-sighted selfishness, in the absence of counteracting forces, have furnished the stimulants to a troublesome growth. But the man who, pinched by poverty and goaded by monopoly, is deaf to facts and arguments, could as a boy, before the shadow of the wolf had come to his door, have been so molded in sentiment and intellect as to make it impossible to throw him from his balance by the mischievous fallacies of to-day. The time to set one's bearings is before the stream is entered.

But let it not be understood that we have in mind only the laboring class, or those who hereafter are to constitute it. Those who are to be the capitalists and "directors" in the future are to be educated so that their oppressions shall cease. Capital has its obligations, and it has been terribly remiss. In the shape of soulless corporations and unscrupulous monopolies it has been as much to blame, we verily believe, for our troubles as the laboring class. It must be aroused to its duties, and taught the financial, if not the moral, virtue of liberality.

There is no formal way in which this education can be imparted. The introduction of the study of the *Elements of Political Economy* in our schools will do much to dispel the ignorance and blind misconception which now exists in regard to the rights of labor, the relations of labor and capital, and the omnipotence of the law of demand and supply. Much more may be done by teachers themselves studying the problems of the hour and testing every theory by the law of common honesty, and impressing their pupils with the result. To do this is no easy matter. To bring these questions clearly down to the level of ordinary, not to say youthful, intelligence requires thought and study such as teachers are not in the habit of giving to these outside subjects. But that is the duty of the teacher whether man or woman. Our education to-day faces too much to the material aspect of things. The great question is, "Will it pay?" The teacher's duty is to turn to the front the moral aspect,—to ask the greater question, "Is it right?" No marked change need be anticipated in public sentiment. What change there is will be an imperceptible growth due to the fact that the teachers of the land are looking more to the moral natures of their pupils, and making clear their perceptions to see the right and wrong of questions that may arise in the future.

HIGH SCHOOL TALKS.—NO. III.

"Drag Your Rake."

IT was my pleasure during the past summer to listen to a conversation between two men who were born and bred in one of the New England states.

They were giving their experiences as farmer boys and were comparing the grudging soil of their native hills with the more generous response of the western fields. And as men are wont, they spoke of the stern discipline to which they had to submit at the hands of their exacting fathers. In harvest time they were compelled to follow the hay cart, with rake in hand, to gather up the wisps as they would fall along the way.

And they narrated, too, how the hand of the diligent father would point emphatically to a few neglected straws with the

stern command, "Go back and gather what you have left."

And as boys will be boys, they would sometimes pass across the fields with rakes on their shoulders, and minds on something other than their work, only to have their meditation rudely broken in upon with the stern command, "Drag your rake."

As I listened, I thought of the great number of people who were passing through this world with rakes on their shoulders, utterly oblivious of the fact that they were passing over and losing precious straws of information that should have been carefully garnered.

This habit of dragging the rake is one that should be cultivated. It is the only way to gather up things. Even on the ground that seems almost bare, the rake that drags is soon filled. You will always find empty rakes on lazy shoulders.

An intelligent, an inquiring frame of mind is worth more than all you can acquire from books.

Such a mind will fill up with things that cannot be gleaned from any printed page. Walter Scott never made a chance acquaintance, however humble, from whom he could not learn something. The richness of his mental stores was inexhaustible because he laid under tribute everybody and everything he met.

Around you, there is an abundance of things to be garnered up. You have not only the old things of the world, but also the new.

In the old world there has been a meeting of nations in mighty war, followed by a meeting of nations in mightier councils of peace.

The young man who a few years ago was hissed down in the British House of Commons, saying, "I have tried many things many times and have succeeded at last; the time will come when you will hear me," has been heard not only in England, but around the world. The voice that could not hush a single House into silence has stilled the world into an audience. Such a career as that of Disraeli the world before has never seen; it is culminating under your very eyes. Is your rake down, and are you gathering it in?

But, at home, there are things worthy of the careful attention of every boy and girl. We are in the heat of a political conflict in the election of a House of Representatives, a body that may choose the next President of the United States. Old issues are passing away, and new ones are coming to the front. Now is a good time to learn what "hard" money is, what "fiat" money, what is meant by redeemable and by irredeemable paper money.

It will do you no harm to find out the name of your representative in Congress. During the last week, I found some boys and girls of about your age who did not know the names of the members of the President's cabinet; and still they were—happy. Their happiness could hardly be accounted for on the ground that

"Where ignorance is bliss
'Tis folly to be wise."

for what bliss there is in being profoundly ignorant among intelligent people passes ordinary comprehension.

There are a great many items of information that come almost within your reach, only to be missed because your rake is not down and out. The way to know things, to have things, is to bring them in.

Some people seem to go through the world "bottled up," neither giving out nor taking in. Their protection against information is perfectly wonderful. But while you go through

life making everything minister to your growth, have a care to take in nothing that will not nourish a noble manhood, a noble womanhood.

Hawthorne, in speaking of the fragrant white pond lily, says: "It is a marvel whence this perfect flower derives its loveliness and perfume, springing as it does from the same black mud out of which the yellow lilly sucks its obscene life and noisome odor. Thus we see, too, in the world some persons assimilate only what is ugly and evil from the same moral circumstances which supply good and beautiful results—the fragrance of celestial flowers—to the daily life of others." J. W. D.

THE STUDY AND TEACHING OF PHYSICAL SCIENCE.*—I.

LET us first consider some of the advantages that result from experimental work in natural science.

1. The ability to follow directions sensibly; this is something of which we see the need every day in our schools, and it is readily acquired by a course of experimental work.

2. The ability to construct and use apparatus comes from a use of the experimental method of study and teaching. When a teacher or a student understands the use of tools many articles of great use can be made at a very small expense. Students or teachers will be gainers by being thrown upon their own resources. A complete and well arranged laboratory may be so used as to cramp the ingenuity and independence of an experimenter, and so be a positive disadvantage.

3. The actual seeing of a phenomenon, or the handling, tasting, and smelling of some chemical substance, carries with it a knowledge obtainable in no other way. The student who learns a printed statement is likely to forget it, for the imperfect knowledge has gone into his mind in but one way, and second hand at that; while the thing itself once known may whenever, encountered again appeal for recognition to all, or to nearly all of the senses. There are odors, for instance, common in the chemical laboratory, that once known are never forgotten, which are beyond the power of words to describe.

4. Apparatus in books always works well. In practice there are accidents the educational value of which the student of physical science cannot afford to miss. If things will burn, or break, or explode, there is no way of knowing it better or remembering it longer than by experience.

5. The reality of some slight change, some variation in the weight, color, or temperature, comes home only to the student who observes the change itself.

6. The cultivation of a scientific faith, of a belief in things understood but not seen, is not the least of the advantages of the study of experiments. Pupils can be led to recite glibly book statements which they do not believe in the way that facts should be believed. Students will look with genuine wonder at a few ounces of water supported in an inverted goblet over the mouth of which a slip of paper or of glass has been placed, but will state without hesitation that the atmosphere presses with a force of nearly fifteen pounds to the square inch and in every direction.

7. The habit of associating phenomena with their descriptions and explanations will be acquired after a time. Students at first find a genuine difficulty in this matter.

8. The habit of seeing what is going on in the world around

*From a paper read at the meeting of the Minnesota Educational Association at Minneapolis, Aug. 14, 1878, by Clarence M. Boutelle, of the State Normal School at Winona.

us grows as we use the method of experiment. There are many things happening all about us from which the skillful teacher can draw illustrations for the use of his classes. Some great advances have been made in science because men saw what happened, how it happened, and all that happened. Things had swung, in nature and in art, ever since the world began, but an *observing* young man, (20 years old, only) a man with eyes and the habit of using them, discovered the principle of the pendulum, before unknown.

9. To one who does experimental work, and loves it, there cannot but come a habit of looking for the reasons of things. "What?" is the question asked of nature by the experiment; "Why?" is the question the mind sets itself to answer. Science has always been the gainer by this habit; right or wrong, every theory that attempts to explain a group of related phenomena is of benefit. The theories, now known to be false, mere names long ago, marked steps in scientific progress as truly as do the accepted theories of to-day.

10. The culture that comes from a use of scientific work will have a tendency to enable men to see what there really is in the everyday and common-place. It is too late for a falling apple to suggest anew the law of universal gravitation; it is too late for us to attempt to produce, from the fact that if a certain kind of vibration produces a certain sound, repeating the vibration repeats the sound, (a fact, by the way, as old as speaking and hearing) a machine like the phonograph, or the telephone; but it is not too late for the pupils in our schools to study science, and to keep their eyes open.

REVIEWS.

A Concise History of Music, from the Commencement of the Christian Era to the Present Time. For the use of students. By H. G. Bonavia Hunt, B. Mus., Christ Church, Oxford. (New York: Charles Scribner's Sons. Chicago: Jansen, McClurg & Co. pp. 184. Price \$1.00.)

This is a genuine text-book; the author so warns his readers in the preface. And as such it is worthy of the highest commendation. The book is divided into three sections. The first contains a general summary of musical epochs and events, including brief sketches of the principal persons concerned. The second section comprises a series of chronometrical charts which present to the eye the names of musicians in close connection with the great musical events of their times. The third section summarizes the history of the art itself, free from the incubance of any biographies; it deals with the history of modern scales, counterpoint, and harmony; with the history of choral and instrumental music, and the development of the present classical forms of composition; with the history of musical instruments, ancient and modern, and enumerates the principal works of each important class. We quote a few interesting items from the third section. Here is a suggestion as to the probable origin of the harp.

"The shape of the modern harp must be familiar to every reader, and its triangular form is almost identical with that of the Egyptian and Assyrian harps as depicted on the ancient monuments. The further we go back, however, we shall find these instruments more and more bow-like in shape; so that there is good reason to believe that the first idea of the harp was derived from the bow of the archer, the twang of the tightened string or cat-gut when plucked giving forth a more or less definite tone or note."

Here are two interesting bits of information:

"Until the middle of the last century the use of the thumb in playing (on the harpsichord) was not allowed; it was Emmanuel Bach who, in 1753, first introduced a system of 'fingering' in which the thumb was admitted."

"The harp-like shape and the metal wires remained as in the older instrument [harpsichord], but the quills and jacks were displaced by the little hammers with which every one is familiar. Every degree of *piano* and *forte* being thus producible by the touch of the performer, the new instrument obtained its present name by common consent, as indicating a feature hitherto unknown in connection with keyed instruments. The idea of the pianoforte seems to have occurred coincidentally to several persons about the same date; the earliest amongst them, however, appears to have been Cristofali, in 1711."

Many persons who have heard some of Wagner's music, and have heard a great deal about it, will have their ideas more clearly defined after reading this extract:

"Richard Wagner has gone beyond all others in the noted 'Tetralogy' of 1876.* Wagner has initiated a complete revolution in opera, discarding the set airs, and substituting for them a modernized *musica parlante*, or recitative. He declines to write melodies for the purposes of mere vocal display. The old traditions as to the 'related keys' are cast aside without compunction. In short he makes music entirely subservient to the dramatic element. With him, the *libretto* is no longer a species of lay figure upon which to hang any kind of musical drapery or embroidery that the composer may fancy or the singer desire. Wagner composes his own libretti, and this fact illustrates the fundamental principle on which he works, and of which he is so strenuous an advocate. This principle is, that the music, the poetry, and the *mise-en-scène* of an opera should each aid, not over-weight the other, and thus unite to produce the desired dramatic effect. The old opera may be regarded, on the other hand, as a collection of vocal and instrumental compositions or numbers, each complete in itself as to form, and strung together by the story of the libretto. In fact, Wagner's dramatic music is so far removed from that which for ages has been known as 'opera' that it has been difficult for musicians or the public to connect the former with the latter. They therefore say 'this is not opera,' and some few add 'nor even music.' It is, however, to be remembered that no musician has ever ventured upon a new path without bringing upon himself and his work the doubt, suspicion, or contempt of the majority of his contemporaries, who are naturally satisfied with what their predecessors and themselves have done. In such cases it is posterity which assigns to a musician or thinker (a composer must be both) his rightful place in the realm of art."

*It will be remembered how full the papers were of accounts of the great festival at Bayreuth, in 1876, at which these four operas were performed under Wagner's direction. One of them, Siegfried, we believe, Mr. Theodore Thomas has made somewhat familiar in this country.

The Elements of Rhetoric and Composition: A Text-book for Schools and Colleges. By David J. Hill, A. M., Professor in the University at Lewisburg. (New York: Sheldon & Co.)

It must be confessed that it is not very important to the user of this book to know *where the University at Lewisburg is*. But it would really have been kind if a little vanity had been concealed by somebody and had allowed the insertion of the small abbreviation, *Pa.*, out of consideration for the lamentable ignorance of a great many people who have no idea whether this prominent Lewisburg is in Kansas or Maine. But the fact that the University is a denominational college in Pennsylvania does not in any way detract from the value of the book before us. We are pleased with it. While it reminds us very much of Hart's *Composition and Rhetoric*, it contains a great deal more of Rhetoric and in a much more scholarly and systematic form. And yet it does not step to the high plane of Bain's. From simply reading it, it seems better adapted to ordinary school classes than any book on the subject with which we are acquainted. The exercises in invention, style, punctuation, and capitals, are all massed in the last fifty pages, thus freeing the text from everything but illustrative examples. These exercises are abundant, and seem to be judiciously selected; although by being all classified, and furnished with references to particular rules in the text, the pupil receives a very clear hint what to look for in the way of error, and is thus, to his detriment, relieved of the necessity of using his judgment independent entirely of all aids. We would be glad to see in this appendix some short entire compositions or long extracts, upon which the older pupil might try his powers of crit-

icism and improvement. There are other minor points which we cannot commend. But we feel safe in heartily recommending the book for upper-grade classes in high schools and academies. We notice in it one of the neatest and most perfect illustrations of the difference between "wit" and "humor" which we have met. It may prove of service to some teachers:

"Sydney Smith remarked to the Chapter of St. Paul's, on the proposal to lay a wooden pavement around the building, 'If we lay our heads together, the thing is done.' As he includes himself, this is humorous. If he had said, 'If you lay your heads together,' it would have been witty, but not humorous."

Talks with Caesar De Bello Gallico. By L. Sauveur, Ph. D., LL. D. (New York: Henry Holt & Co.; Boston: Schoenhof & Moeller; Chicago: Jansen, McClurg & Co. Price \$1.50.)

Dr. Sauveur's method of teaching foreign languages has attracted a good deal of attention in late years. The opinions in regard to it among linguists are quite diverse. But it seems to be growing in favor; whether through the merits of the system itself or through the zeal and ability of its expounder it is hardly possible to tell yet. In his preface the author tells us that it is absolutely necessary for those who may use "Talks with Caesar" to read his "Introduction to The Teaching of Ancient Languages." With the hot zeal of a reformer he declares that all the old, common methods of teaching the classics are radically bad. They begin with grammar. He goes straight to the master of the language, and learns to talk, getting the grammar by usage. The WEEKLY does not purpose to express at present an opinion as to the merits or philosophy of Dr. Sauveur's principles. Probably many readers have heard much about his method. It may not be amiss to give space to some illustrative extracts from this book. Here is the beginning:

Gallia est omnis divisa in partes tres; quarum unam incolunt Belgae, aliam Aquitani, tertiam qui ipsorum lingua Celtae, nostra Galli appellantur.

Gallia est omnis divisa in partes tres.

Gallia est divisa.

Gallia est divisa in partes.

Gallia est divisa in partes tres.

Nonne Gallia est divisa?

Gallia est divisa.

Nonne Gallia est divisa in partes?

Nonne Gallia est divisa in partes tres?

Nonne Gallia est omnis divisa in partes tres?

In quot partes est Gallia omnis divisa?

Gallia est omnis divisa in partes tres.

Nonne Gallia est omnis divisa in partes tres, quarum unam incolunt Belgae?

Nonne Gallia est omnis divisa in partes tres, quarum unam incolunt Belgae, aliam Aquitani, tertiam qui ipsorum lingua Celtae, Latina Galli appellantur?

Gallia est omnis divisa in partes tres. Nonne?

Ita est, etc.

The following is from paragraph XX. and is the last exercise of the kind:

"Dumnorigem ad se vocat, fratrem adhibet; quae in eo reprehendat ostendit, quae ipse intelligat, quae civitas queratur, proponit; monet ut in reliquum tempus omnes suspiciones vitet; praeterita se Divitiaco fratri condonare dicat. Dumnorigi custodes ponit, ut quae agat, quibuscum loquatur, scire possit.

Caesar Dumnorigem ad se vocari jubet. Nonne?

Frater adhibetur. Nonne?

Cum hi duo una adsint, quid facit Caesar?

Is in Dumnorige multa reprehendit. Nonne?

Nonne quae in eo reprehendat ostendit?

Quae ille secreto egerit Caesar intelligit. Nonne?

Nonne quae ipse intelligat proponit?

Nonne civitas multa queritur?

Nonne quae civitas queratur Caesar proponit?

In reliquum tempus omnes suspiciones Dumnorigi vitandae sunt. Nonne?

Nonne Caesar eum monet ne causas suspicionum det?

Condonatne praeterita?

Dicitur cui Dumnorigem condonet?

One hundred and thirty-one pages are thus given to the first twenty paragraphs. Then follows, in most admirable type, the text of four books of Caesar's commentaries, preceded by a valuable introduction. Then comes the most astonishing piece of work in the whole volume. "It is an attempt to reproduce the literal meaning, to render faithfully the thought of Caesar, and even the Latin form, in English words." We insert an extract from the translation of the twentieth paragraph of Book I.:

"XX. Divitiacus many with tears Caesar having embraced to-beseech began, that-not anything very-severe against [his]-brother he-should-determine: To-know himself those-things to-be true, not-and anyone out-of that more than himself of-grief to take, because-of-this that, when himself in-public-favor most at-home and in remaining Gaul, that-one least on-account-of youth could, by-means-of himself grew-strong; which resources and powers not alone for to-be-diminished popularity but almost to destruction his-own he-used. Himself nevertheless both by-love fraternal and by-[the] opinion [of-the]-public to-be-moved. That if anything to-that-one from Caesar very-serious should-happen, when himself that place of-friendship with him was-holding, no-one to-be about-to-believe not by-his-own wish done-to-be; which from thing about-to-be to be, that of-[the]-whole-of-Gaul the-minds from himself would-be-turned away."

We forbear, lest we may be called upon to give the Latin for the purpose of interpreting the English. It is beyond the power of our imagination to see how such a translation can be prevented from doing great injury to the pupil in using his mother English, and in acquiring power and facility in reading the thought couched in a Latin sentence.

It seems quite unnecessary to say anything about the mechanical structure of the book. When was the imprint of the *Owl* ever seen upon any inferior workmanship?

NOTES.

—The *Northwestern Christian Advocate* quotes from the WEEKLY the statement of our position, that if manual education is imparted to the pupils in our public schools, the government thereby assumes a paternal attitude, by which in justice it must provide suitable work to the workmen to whom it has taken the responsibility of imparting a special skill as a pupil. The *Advocate* then adds: "That is an admirable argument by implication against high schools supported by general taxation." Now will not our contemporary be kind enough to show where in our position implies any such argument?

—We give in this issue the course of reading of the Chautauqua Literary and Scientific Circle. As declared some time ago, the WEEKLY gives hearty support to this project. We wish there were thousands of centers from which such circles were radiating instead of one. In fact we think that every high school in the land should be such a center. We call the attention of teachers to this effort, and urge them to join it in company with as many of their friends as possible. The course is certainly meagre enough. But it contains three exceptionally fine books. *A Short History of the English People.* By J. R. Green. Price \$1.52. *Primer of English Literature.* By Rev. Stopford Brooke. Price 40 cents. *Old Greek Life.* By J. P. Mahaffey. Price 40 cents.

—Before we abandon our cause—woman's constitutional peculiarity—and retire from court in disgrace, will not our fair and

indignant protestors allow us the feeble satisfaction of summoning one fearless witness on our side? She has lived long enough to know whereof she speaks; and we have great respect for her. She has emphatically "sat alone" all her life-time; but instead of joining with those who are so persistent in discrediting our own testimony, she speaks as follows:

"Alas for a woman! She can never do a thing except gregariously. She has no solitude except in the house, which is no solitude at all. She is always at the mercy of others' whims, caprices, tastes, business engagements, or headaches. If she travels she must partially accommodate herself to somebody's convenience. She must go in the beaten track. Her eyes must look right on, and her eyelids straight before her. * * * She cannot separate herself from the past, slough off her identity, and become a new being in new scenes. She must take her old associations with her, and they are a robe of oiled silk, effectually excluding the new atmosphere which should penetrate to the very sources of life. She cannot enjoy in quietness and silence."

—We like the suggestion of our Boston correspondent. Send us the happy thoughts you hit upon in your reading. Let others thus share in your good fortune. We will publish them as freely as space will permit.

—The *Chicago Weekly Journal* of Sept. 25 contains the following comment:

"Prof. E. O. Vaile, the new editor of THE EDUCATIONAL WEEKLY, has now held his seat long enough to give us a sample of his style and spirit. It is evident that he has been in school with his eyes open and has his own conception of what a teacher and his school should be. He has also the gift of clear expression. He wields a pointed pen, and presents it point down on what he has to say, and point forward, spear-fashion, when he finds an adversary. He has been using his weapon lately on the editors of several educational contemporaries in a lively way. This will do no harm if not carried too far. It must be said he had provocation. Both of the present editors of the WEEKLY, Profs. Vaile and Winchell, have set to work to make the WEEKLY a strong, national school journal, and the *Chicago Journal* bids them God speed."

Thanks to our courteous contemporary, and especially for its caution. No one could deprecate the necessity that was upon the WEEKLY, to fight, more than we. The WEEKLY regrets exceedingly any approach in educational journalism to the spirit and manners which generally prevail in political journals, and will be the last to foster them. But then there is such a thing as a just and righteous aggression in self-defense, and the WEEKLY is still sleeping on its arms with one eye open.

—The use of potatoes in teaching "cube root" is a rather novel idea. We have always taken our potatoes in another form and for another purpose. But you will see from *Practical Hints* how a "murphy" can be turned to first-rate account in your arithmetic class to *understand* as well as to "work" cube root. A turnip will do equally well. We hope that among the readers of the WEEKLY there is not a teacher who has not mastered cube root and who does not teach it to his older pupils in a way that makes the rule a matter not of memory, but of intelligence and comprehension.

—The Supt. of the Flint Schools, Mich., T. W. Crissey, seems to be of the same mind as Supt. Gove and the WEEKLY. The Report of the Flint schools is just at hand, containing apparently all the items of special local interest, and contained in a sheet of five pages folded into itself after the fashion of railroad circulars. It will do just as much good, we venture, as if Mr. Crissey had taxed himself and the Board of Education with the preparation of a book of two hundred pages.

—The *Nursery* continues to come, as bright and fresh as ever. It is becoming more and more popular every year, and is now used in many places as a school reader. Published by John L. Shorey, Boston.

—The *Popular Science Monthly* for September contains the following valuable articles for teachers. The third article on "Civilization and Science," by Prof. Emil DuBois Reymond; extracts from *Nature* and the *London Times* on "Science in the English Schools;" "The Astronomical History of Worlds," by Prof. Daniel Vaughan; "An Infant's Progress in Language," by Frederick Pollock; and The Editor's Table, besides the Literary Notices, Popular Miscellany, and Notes.

NEW BOOKS FOR TEACHERS.

[Publishers may secure an announcement of their new publications in this weekly list by sending copies to the editor. It is desirable that a full description of the book, including price, should accompany it. More extended notices will be made of such as possess merit, or are of interest to teachers. Any book named in this list may be obtained by forwarding the price to the publishers of THE EDUCATIONAL WEEKLY.]

HOTZE, C. L. Questions and problems in elementary physics, cont. numerous practical examples and exercises for use of pupils in high schools and academies. 12mo. pp. 171. St. Louis: Cent. Pub. Company.	\$ 75
MACMILLAN'S Progressive German Course. First Year, cont.: Easy lessons on the regular accidence, by Eugene-Fasnacht. 18mo. pp. 67. N. Y.: Macmillan & Co.	50
Second year, cont.: Conversational lessons on systematic accidence and elementary syntax, with philological illustrations and etymological vocabulary, by Eugene-Fasnacht. 18mo. N. Y.: Macmillan & Co.	75
MARSHALL, W. V. The parallel and meridian system of map drawing in connection with a ruler for making the parallels and meridians, whether straight or curved (can be used with any geography). 4to, pp. 31. Pap. N. Y.: A. S. Barnes & Co.	20
PEABODY, E. P. and Mary Mann. After kindergarten, what? A primer of reading and writing for the intermediate class and primary schools generally. In 3 pts., 12mo. pp. 110. Bds. Bost.: E. Steiger.	45
RICHARDSON, Chas. F. A primer of American literature. 18mo. pp. 117. Bost.: Houghton, Osgood & Co.	50
STONE, R. C. Topical course of study for the common schools of the United States. Pt. 1. 18mo. pp. 113. N. Y.: A. S. Barnes & Co.	50
SIMSON, Jas. Contributions to natural history and papers on other subjects. 8vo, pp. 210. N. Y.: James Miller.	1.25
WEDGWOOD, Geo. S. Topical analysis of descriptive geography, United States history, practical arithmetic, and physiology and hygiene, for use in common and normal schools, and teachers' institutes. Rev. ed. 12mo, pp. 76. Bds. Chicago: Vaile & Winchell.	30
YENNI, Rev. D. A grammar of the Greek language. 8vo. Bds. N. Y.: D. & J. Sadlier.	1.25
A grammar of the Latin language. 8vo. Bds. N. Y.: D. & J. Sadlier.	1.25

CORRESPONDENCE.

ANSWER TO "B. P. S."

Coming home from a round of Michigan institutes, I find in the WEEKLY for September 19, "an open letter to Mrs. K. B. F." concerning general recesses. The case which has called out the query of B. P. S. is a real one. In visiting schools, I have many times come upon just such cases. Teachers are strangely thoughtless about these matters. It is necessary to economize time, but he should never gain time for text-book work at the expense of morality. Better lose half the day from classes, than that our daughters and sons shall receive a quarter-hour lesson that shall tend to the dulling of their finer senses. I know that the teacher can be on the play-ground and hinder any undue familiarity; but the teacher who has general recesses "to save time" is commonly employed within, while his boys and girls amuse and care for themselves without, and if the teacher is on the play-ground with the pupils, this does not do away with the necessity of visiting the water-closets in each other's presence.

I believe we should teach our pupils to be willing always to do whatever is necessary to do, but while thus teaching them, it is as much our duty to keep them from every experience that shall blunt their sensibilities. I believe the true teacher will in every way show her pupils the difference between the right and the wrong, and will teach them to love the right; but I think she will fail to do her whole duty if she does not, at the same time, do all in her power to keep them from temptation.

It is the duty of the school-board to attend to the school-ground; but they too frequently wait till the teacher suggests the refitting of out-buildings and the putting up of a high dividing fence. If I were called upon to teach where these matters had been neglected, I would write an argumentative letter to the President of the school-board, in which explanation could be made, if need be, why the repairs are needed at once; but until the play-ground is divided, I would take what time is required for separate recesses. K. B. F.

Kalamazoo, Mich., Sept. 30, 1878.

ANOTHER PROTEST.

To the Editors of the Weekly:

I indignantly deny that there is any "constitutional peculiarity" which compels ladies to dislike "to be alone."

For three years I have known intimately two ladies, who possessed libraries that would do credit to professional men, and who employed stated hours in study. Another, with still a larger library, who possessed almost a complete knowledge of English Literature.

In the school where I now teach, is one teacher, pursuing the study of

Latin, another, with myself, German. All of these study, not to keep pace with their classes, but for self-culture.

As for myself, I never begin a school year without planning a course of study and reading, and never go through the year without executing one, and I study alone.

F. C. N.

Elkhart, Ind., Sept. 28, 1878.

ANSWER TO "RACINE,"

To the Editors of the Weekly:

In your last issue "Racine" asks for a solution of Ex. p. 55 of my TEST EXAMPLES IN ALGEBRA. The example gives rise to but one equation, $3y - 7x = 12$, between two unknown quantities, and hence is indeterminate. How the example came to be inserted I do not recollect. It may have been selected, as most of these examples are, and not examined with care; or it may have been inserted for the purpose of arresting attention, and teaching in a practical way that there must be as many independent conditions as unknown quantities. I think it probable that the latter was the reason. In my own practice I frequently give examples for such a purpose. In my Calculus the inquirer will find a number of such. I should have given more had it not been that the practice of teachers and text-book makers is against it. There is no better way of fixing certain truths than by bringing them thus sharply to the attention in a practical way. But very possibly the example referred to was an oversight; nevertheless, I should think it best to let it stand—it will do more good than a "regular."

Yours truly,

E. OLNEY.

UNIVERSITY OF MICHIGAN, ANN ARBOR, September 27, 1878.

[By the above from Prof. Olney, which came a little too late for last issue, but in advance of any other response, several correspondents will understand why their answers to Racine's query are not published.—ED.]

CHOICE THOUGHTS FOR THE "WEEKLY."

To the Editors of the Weekly:

Why may not the readers of the WEEKLY render each other a service by sending to the paper selections from the books, especially professional ones, which they may be reading? I send some thoughts from Richter's "Levana or the Doctrine of Education."

"We merely reverse the ignorance of the savages, who sowed gun-powder instead of making it, when we attempt to compound what can only be developed."

"Education is always counselled to do as much as possible during the first years of life; for it can then effect more with half the power than it can in the eighth with double."

"Praise the action, not the child."

Hoping some other teachers will adopt this plan so that we may have half a column at least of choice thoughts from great minds, I remain very respectfully,

S. E. WILTSE.

Boston, Sept. 23.

MORE SOLUTIONS WANTED.

1. In Ray's Algebra, Part II., on page 221, is the following question: "Two men, A and B, bought 300 (*a*) acres of land for 600 (*b*) dollars, of which A paid 300 (*c*) dollars, and B 300 (*b-c*) dollars. For certain reasons they agreed to divide the land so that B should pay 75 cents (*d*) dollars per acre more than A. How much land did each man get, and what did he pay per acre?"

Then follows a solution with the results brought out "nearly" correct, but still so far from being accurate as to show a material error somewhere.

Will some mathematician examine the question and point out the error?

Does not the very question itself contain an impossible condition?

Does it not involve a violation of the principle that the greatest product that can be obtained from the two parts of a number is where those parts are equal to each other?

H.

2. Four balls, each 6 inches in diameter, are placed in a pile with 3 balls at the bottom, and one on top required the height of the pile.

Louisville, Ky.

W. L. GIBSON.

Practical Hints and Exercises.

HOW TO TEACH GERMAN.

By DR. ZUR BRÜCKE.

THE INTERNAL HOUSE.

1. The teacher takes a survey of the class-room; pointing at the ceiling, she says, das ist eine Decke; again, pointing at the floor she says, das ist ein Fussboden. Ich stampfe auf den Fussboden; ich stampfe mit dem Fuss; dies ist der rechte Fuss; das ist der linke Fuss. Ich kann mit dem rechten Fusse stampfen; ich kann auch mit dem linken Fusse stampfen; ich kann mit beiden Füßen stampfen.

Karl, kannst du stampfen? Ja, ich kann stampfen. Elise, kannst du mit dem rechten Fusse stampfen? Ja, ich kann mit dem rechten stampfen.

Lena, mit welchem Fusse kannst du stampfen? Ich kann mit dem linken Fusse stampfen. Heinrich, kannst du mit beiden Füßen stampfen? Ja, ich kann mit beiden Füßen stampfen.

Again, the teacher points at a corner in the class room, saying, das ist ein Winkel. Here the teacher may continue to count all the corners in the room as follows: ein Winkel, zwei Winkel, drei Winkel, vier Winkel; dieses Zimmer hat vier Winkel (inside corners).

Again, pointing to a wall the teacher remarks: das ist eine Wand; and then pointing to all the walls in the room in turn, she counts, eine Wand, zwei Wände, drei Wände, vier Wände. Diese Stube hat vier Wände.

She (the teacher) now counts the panes of glass in the window, counting, eine Scheibe, zwei Scheiben, drei Scheiben, vier Scheiben, fünf Scheiben, sechs Scheiben, sieben Scheiben, acht Scheiben, neun Scheiben, zehn Scheiben, elf Scheiben, zwölf Scheiben.

Looking at the clock on the wall, the teacher remarks,—Ich sehe eine Uhr an der Wand; die Hausuhr hängt an der Wand. Looking at a table, she remarks: Ich sehe einen Tisch, zwei Tische, drei Tische, vier Tische und so weiter. Again, the teacher counts the seats in the school room, saying, Ich sehe eine Bank, zwei Bänke, drei Bänke, vier Bänke, fünf Bänke u. s. w. If there is a stove in the room, the teacher may say, das ist ein Ofen; and the pipe, das ist ein Rohr.

Having named the various parts of the room, and the things in it, the teacher may now proceed to question her pupils as follows: Marie, wo ist die Decke? (Answer.) Dort oben ist die Decke, up there is the ceiling. Lena, was ist eine Wand? Lena, zeigt auf die Wand (points at the wall) und sagt (and says,) Das ist eine Wand.

The teacher and the pupils may now count (zählen) the different walls,—eine Wand, zwei Wände, drei Wände, vier Wände.

Question: Wo ist die Wand? (Answer.) Da ist eine Wand. Heinrich antwortet, Henry answers: Ich sehe eine Wand, zwei Wände, drei Wände, vier Wände.

Edward, wo ist das Fenster? Da ist das Fenster; ich sehe zwei Fenster, drei Fenster, vier Fenster, fünf Fenster.

Kinder, dieses Schulzimmer hat fünf Fenster, zählet mit mir, count with me, eine Thüre, zwei Thüren, vier Thüren, fünf Thüren, ich sehe fünf Thüren; dieses Zimmer hat fünf Thüren und fünf Fenster.

Jedes Fenster (each window) hat zwölf Scheiben. Zählet mit mir, eine Scheibe, zwei Scheiben, drei Scheiben, vier Scheiben; the teacher counts up to twelve panes. Jedes Zimmer hat zwölf Scheiben, nicht wahr? (Answer.) Ja, jedes Fenster hat zwölf Scheiben.

(Antwort.) Ich sehe, und so weiter. Karl, repeats the *Résumé*; at least in substance.

Suggestion II. In order to learn the 3rd person singular of sehen, to see, the teacher may question as follows: Was sieht die Lehrerin? (Ans.) Die Lehrerin sieht die Decke. Sieht Lena, den Fussboden? Ja, Lena sieht den Fussboden. Heinrich, was sieht Marie? Marie sieht vier Wände, fünf Fenster, fünf Thüren, einen Ofen, zwanzig Bänke, zwanzig Schultische, eine Schultafel, und einen Zeigestock.

Résumé: The teacher may now go over the whole ground of the lesson with the class, and as follows: Ich sehe in diesem Zimmer (oder in dieser Schulstube) eine Decke, einen Fussboden, vier Wände, vier Winkel, fünf Fenster, fünf Thüren, einen Ofen, zwanzig Schultische, zwanzig Bänke, eine Schultafel, eine Lehrerin (a female teacher) und viele Schüler.

Suggestion: After the whole class has repeated the above with the teacher, the latter may question each pupil (jede Schülerin und jeden Schüler) individually, as follows:

Karl, was siehst du?

ON CUBE ROOT.

"Cube root" is a subject difficult to master, and still more difficult to remember. The chief trouble lies in the fact that ninety-nine pupils out of a hundred who "solve" cube root do not understand the subject. They follow the formula given in the "rule," a rule which, as ordinarily given in our text-books, it is simply a species of cruelty to compel a child to commit to memory.

But a few days ago a teacher said to us, "but how is a scholar going to learn cube root, unless he finds out how, by first learning the rule?" We answer, the teacher should first teach the pupil how, and then, if deemed necessary, the rule is readily committed. The teacher is hired to teach, not to assign lessons in a text-book.

In beginning the subject of cube root the full meaning of the term should be first explained by the teacher. Then by cubing numbers from 1 to 9 inclusive, prove how we know the number of significant figures that must occur in the cube root of any given number. Drill class on that. Next take an example, e. g. $\sqrt[3]{12167}$ = what? Find by trial the largest perfect cube in the given number, on a basis of tens, i. e., largest cube whose root is some number of tens. 20^3 is 8000, 30^3 (the next higher ten) is 27000. We have but little over 12000, hence 8000 is our largest cube, and its cube root 20. But we find a remainder; $12167 - 8000 = 4167$. Our assumed perfect cube is too small by 4167. Hence our root 20 is too small. How much? Evidently by the thickness of a layer covering, uniformly, three surfaces of our assumed cube. (Teacher can readily make this plain to class.) Illustrate by cubical blocks. If you have none, take a good sized potato and make them. (It is a good plan to require pupils to make a similar set for next day.) We found each face of our perfect cube to be 20 in length and 20 in width. The pieces we add have same dimensions, and we have three of them; hence $(20 \times 20) \times 3 = 1200$ = the superficial contents of the pieces. The total amount to be added we found to be 4167. Then the thickness of the addition is the number of 1200s in 4167 or about 3. Now the solid contents of our additions is $(20 \times 20 \times 3) \times 3$, or 3600. Again, we refer to blocks and find three "notches" where the additions join. These we naturally see must be 20 in l., 3 in w., and 3 in th., hence, $(20 \times 3 \times 3) \times 3$, or 540, represents their contents. We still find left a small corner, a cube whose size corresponds with width of former additions, then its contents are $3 \times 3 \times 3 = 27$. Total of additions, $3600 + 540 + 27 = 4167$. Our cube is complete. We found thickness of additions to be three (3), hence our root, 20, must be increased by 3, making it 23. Ans.

On the blackboard it should appear as follows:

$(20 \times 20) \times 3 = 1200$	12167 20
	8000 3
$(20 \times 20 \times 3) \times 3 = 3600$	4167 23
$(20 \times 3 \times 3) \times 3 = 540$	4167
$3 \times 3 \times 3 = 27$	
$3600 + 540 + 27 = 4167$	

Do not say "cube root of 12 is 2, cube 2 gives 8, 8 from 12 leaves 4, bring down 167." It is not true.

"VAN."

A METHOD IN GRAMMAR.

In the first place we would require all the scholars to write their lessons on paper. When you call up your class on the first morning of the first term of your school, explain to them, or draw from them by proper questions, the full import of the term grammar, with all its divisions. Then explain fully to them the part you intend as a lesson for the morrow. Write sentences on the board containing words whose use you have already made clear. e. g. You have talked about the noun; shown the difference between common and proper nouns; explain proper nouns. Write on the black-board for pupils to copy, from six to twelve sentences containing proper nouns. Give them a form for parsing. Here is ours. Give them a better one if you have it. "John went to Chicago." *John*, n., prop., 3rd, sing., masc., nom., subj. of verb, "went." R. I. Explain the use of the period and comma. Require pupils to bring a written exercise for their next recitation, of all the proper nouns in the given sentences.

When the class is next called let some members place their work upon the board, while the others give orally what they have written. Then lead the class in criticising closely the writing on the board, as to its arrangement, penmanship, punctuation, and all. If you think that some of the class do not yet understand the proper noun, in all its uses, give them sentences containing proper nouns, perhaps, beginning with small instead of capital letters, or used where obviously a common noun would be preferable. In short, tax their skill and their knowledge of the proper noun to its utmost extent. In no case, however, weary the mental powers of the student on a subject about which he knows little or nothing; for no other treatment will, to as great a degree, cause a study to become "dry."

Whenever a new subject or a new part of speech is taken up, explain its name and its use, before giving it as a lesson. You can then require the pupil to explain to you the following day, deriving his knowledge as much from your oral instruction as from the text book. Never leave your subject until it is understood. When practicable, require pupils to procure blank-books in which to write and preserve their parsing and analyzing, which can then be examined and graded by the teacher at stated times. Or, for a few cents, one-

half dozen sheets of "scrap-paper" and a few brass "clips" or paper-fasteners can be procured of, or by, any book dealer. Fold the paper, fasten with the "clips," and you have a blank-book large enough to record three months' work in grammar, and costing but 5 cents.

WHITBY.

WHAT SHOULD BE THE AIM OF THE MODERN TEACHER.

As soon as physiologists had discovered that all the faculties of the intellect, however originating or upon whatever exercised, were functions of a material organism of brain, absolutely dependent upon its integrity for their manifestation, and upon its growth and development for their improvement, it became apparent that the true office of the teacher of the future would be to seek to learn the conditions by which the growth and the operations of the brain were controlled, in order that he might be able to modify these conditions in a favorable manner. The abstraction of the "mind" was so far set aside as to make it certain that this mind could only act through a nervous structure, and that the structure was subject to various influences for good or evil. It became known that a brain cannot arrive at healthy maturity excepting by the assistance of a sufficient supply of healthy blood—that is to say, of good food and pure air. It also became known that the power of a brain will ultimately depend very much upon the way in which it is habitually exercised, and that the practice of schools in this respect left a great deal to be desired. A large amount of costly and pretentious teaching fails dismally for no other reason than because it is not directed to any knowledge of the mode of action of the organ to which the teacher endeavors to appeal; and mental growth in many instances occurs in spite of teaching rather than on account of it. Education, which might once have been defined as an endeavor to expand the intellect by the introduction of mechanically compressed facts, should now be defined as an endeavor favorably to influence a vital process; and, when so regarded, its direction should manifestly fall somewhat into the hands of those by whom the nature of vital processes has been most completely studied. In other words, it becomes neither more nor less than a branch of applied physiology; and physiologists tell us with regard to it that the common processes of teaching are open to the grave objection that they constantly appeal to the lower centers of nervous function, which govern the memory of and the reaction upon sensations, rather than to those higher ones which are the organs of ratiocination and of volition. Hence a great deal which passes for education is really a degradation of the human brain to efforts below its natural capacities.—From "Science in the English Schools," in *Popular Science Monthly* for September.

Knowledge itself is an instrument merely, and as ready to serve wrong as right. What is wanted is a training that will operate upon habit. The school is emphatically a great training school of manner, in perseverance, in punctuality, in veracity.—*American Journal of Education*.

AUTUMNAL.

Upon the woodland-avenues a balmy carpet lies,
Of dappled leaves which glow and gleam like wine kissed butterflies;
Adown the walks, in reverie, Clarinda joyous goes,
And sentimental lingers o'er the pale September rose.

The breezes woo the petals of the chaste forget-me-nots,
The flowers look dyspeptic in the garden's lonely plots,
The somber way-side sumachs from the fields will soon adjourn,
A dainty rime now glitters on the lily's milky urn.

No longer on the sycamore doth coo the forest dove,
No longer at the garden gate doth Phoebe speak of love,
No longer doth the robin blithe among the blossoms flite,
No longer doth the sportive swell have on a linen suit.

Round fern-embroidered valleys hangs the dreamy, mellow haze,
Which rests on hill and lakelet in the "melancholy daze,"
The lilac sky has here and there a snowy aureole,
The while the gay philosopher lays in his winter coal.

The orchard, full of luscious fruit, the youthful breast elates,
The small boy soon will sell his gun to buy a pair of skates,
Full soon Fall's tender beauties on the wings of death will go,
And then look out for winter, and its dash, infernal snow.

—Oil City Derrick.

Educational Intelligence.

EDITORS.

Maine—Prof. J. Marshall Hawkes, Principal Jones School, Portsmouth, N. H.
 Colorado—Hon. J. C. Shattuck, State Supt. Public Instruction, Denver.
 Iowa—J. M. DeArmond, Principal Grammar School No. 5, Davenport.
 Illinois—Prof. John W. Cook, Illinois Normal University, Normal.
 Indiana—J. B. Roberts, Principal High School, Indianapolis.
 Wisconsin—J. Q. Emery, Supt. Public Schools, Fort Atkinson.
 Minnesota—O. V. Tousley, Supt. Public Schools, Minneapolis.
 Dakota—W. M. Bristol, Supt. Public Schools, Yankton.
 Ohio—R. W. Stevenson, Supt. Public Schools, Columbus.
 Nebraska—Prof. C. B. Palmer, State University, Lincoln.
 Michigan—Henry A. Ford, Kalamazoo.

The East—Prof. Edward Johnson, Lynn, Massachusetts.

The South—Prof. Geo. A. Chase, Principal Female High School, Louisville, Ky.

Orders for subscription may be sent to the above editors, if preferred. Items of educational news are invited from superintendents and teachers.

CHICAGO, OCTOBER 10, 1878.

THE EAST.

MASSACHUSETTS.—Harvard has 242 students in the freshman class.

The Boston Transcript says: "Several lads of Springfield are suffering from incipient spinal disease caused by a brutal system of hazing practiced in the graded schools, wherein the victim is tossed up and down on his back."

MAINE.—Mr. French, of the sophomore class at Colby University, has just learned that an uncle has recently died leaving him \$75,000. It is related as a remarkable fact that about the same time another student there, whose name is withheld, received a legal document informing him that a case long pending in the courts of Spain had been decided in favor of the heirs, of whom he is one, and that his share will be \$75,000.

NEW YORK.—Professor George H. Hooper, a graduate of Princeton, has been made Professor of Greek and the modern languages in Syracuse University. Professor S. H. Isley, a graduate of Harvard, and for four years a musical student abroad, has been appointed teacher of vocal music. The authorities have postponed political economy to the last two terms of the course.

CONNECTICUT.—The Hopkins Grammar School at New Haven is 218 years old, and begins the new year with 144 students.

A committee appointed to consider the question of cutting down school expenses in New Haven have reported in favor of reducing the salaries of teachers from 10 to 15 per cent. In the meeting at which this report was presented Prof. Sumner made a speech in favor of large salaries to teachers, and the best kind of education for rich and poor alike, at the public expense.

RHODE ISLAND.—Brown University has negotiable funds of over \$800,000, and its property has shrunk little in the past few years.

THE WEST.

WISCONSIN.—The public schools of Milwaukee are reported in a flourishing condition. Supt. Somers, with three of the commissioners, last week made a tour to the Eighth, Eleventh, and Twelfth Districts, and returned well satisfied with the condition in which things were found. The new graded course of instruction is working with the best of satisfaction. The new method of numbering the grades is well liked by the teachers. Under the old system there were ten grades, the tenth being the lowest and one the highest, while now it is the reverse, one being lowest and eight the highest. The present course of study is more definite, and insures more uniform work. As reported in the *Sentinel*, a new feature of school work is the attention that is being paid to the cultivation of the organs of hearing and speech. The pupils in the second, third, fourth, and fifth grades are trained in articulation, and are required to give in their own language the meaning of their lessons in reading. The exercise is of great value to the children, not only in helping them to a thorough understanding of what they read, but in strengthening their memory. In the higher grades attention is given to the meaning of words, to emphasis and intonation, classification of the elementary sounds, and marking the same, and breathing exercises; also exercises in giving vowel sounds, repeating couplets, etc., to give flexibility and power to the vocal organs.

Supt. Somers, of Milwaukee public schools, presented the following summary in his last monthly report to the Board of Education:

Enrollment and Attendance.—Whole number enrolled, 12,330; average number, 11,408; average daily attendance, 10,795; number attending on last day of month, 11,594. There is an increase of 747 in the whole number enrolled as compared with the corresponding month last year.

Number Studying German.—Whole number enrolled, 6,583, of which 5,369 are of German parentage, 672 American, and 845 not given. The average daily attendance was 5,761. The increase over the same month last year is 206.

The average number of pupils in the Eighth, Seventh, Sixth, and Fifth grades was 1,846; in the Fourth and Third grades, 3,202, and in the Second and First grades, 6,127. In all of the schools there are 194 teachers.

A resolution was introduced at the same meeting which provided for the

appointment of a committee of three to draft a legislative bill looking to a change of the high school into a state normal school, reserving so far as possible its present relations to the district schools. Referred.

Oscar M. Easterday, of Carthage, Ill., late professor of mathematics in Ansgari College, Knoxville, Ill., has been appointed to supply a vacancy in the professorship of the Northwestern University at Watertown.

MICHIGAN.—Prof. M. W. Harrington has returned from China whither he went to teach in the Imperial College. He was obliged to return on account of his health, which he considerably improved by a short stay in Japan on his return.

We clip the following sketch of the State University from the Boston Transcript of Sept. 12: "The University of Michigan was founded in the year 1817, though it was unknown to the world at large until the year 1841. In 1838 the Board of Regents elected their first professor, Dr. Asa Gray, now the distinguished botanist of Harvard, who accepted the chair of botany and zoölogy at Ann Arbor, and who was authorized to proceed to Europe to purchase a library. In September, 1841, the necessary buildings being in readiness, the university opened its doors to students, having on duty only two professors, Mr. George P. Williams, a graduate of Vermont University, and Rev. Joseph Whiting, an alumnus of Yale. The university scheme provided for three departments—literature, science and the arts, medicine and law. In the beginning only the first-named department could be put into operation. It began in 1841 with less than twelve students, adopting such subjects and methods of study as were in practice in the two New England colleges where its two professors had been educated. During the year 1850 the medical department was opened. In 1867 this department numbered some five hundred and twenty students. In 1850, on the advice of Hon. George Bancroft, the historian, the regents called to the first regular presidency of the University Rev. Dr. Henry P. Tappan, of New York city, a graduate of Union College. Almost immediately under his management, the institution entered upon a career of marvelous prosperity, which has attended it to the present hour. He retained the presidency for eleven years, and was succeeded in 1863 by Rev. Dr. Erastus Otis Haven, of Boston, a graduate of Wesleyan University, who had formerly been a professor at Ann Arbor. In 1852 the astronomical observatory was founded, and Dr. Brunnow, of Berlin, was called to its directorship. In 1860 the law department was opened. In 1869 Dr. Haven resigned, and was temporarily succeeded by Dr. Henry S. Frieze, professor of Latin. During 1871 Dr. James B. Angell, an alumnus of Brown University, and at the time president of Vermont University, became its fourth and present head. In 1845 the university graduated eleven young men; at the last commencements in March and June the several departments graduated three hundred and fifty-eight. It opened its doors for the admission of women in 1870. Its respective faculties include such distinguished names as Moses Coit Tyler, Judge T. M. Cooley, Charles K. Adams, Edward Olney, Dr. B. F. Cocker, James C. Watson, and Prof. Henry S. Frieze."

MISSOURI.—The St. Louis public schools opened this year with an increased enrollment of over 3,000 pupils. From last year's reports we find that there were enrolled 43,663, with an average attendance of 37,337. Number of teachers in day schools, 668, in evening schools, 117. Average salary of teachers, \$786.84.

In the Kansas City schools last year there were 4,334 enrolled. Average attendance, 2,530. Number of teachers, 58. J. M. Greenwood is city superintendent.

The Normal Schools at Kirksville, Warrensburg, and Cape Girardeau opened Sept. 10. Prof. C. H. Hurd, a graduate of Williams College, and Miss M. Thomas have been added to the faculty.

Prof. Ripley has resigned his place in the State University to accept the presidency of Shelby College Institute.

A correspondent of the *American Journal of Education* says: "At the last term of the county court of Crawford county, dram-shop license was abolished, and an order issued for the holding of an election to create the office of County Superintendent."

Prof. C. H. Dutcher, of the Southeast Normal School, conducted an institute in Perry county this summer. It was a success.

Prof. J. T. Muir has been recently elected principal of the school at Windsor. Prof. Muir is a very successful teacher. He attended the Illinois State Normal several years, and afterward graduated at LaGrange College, Missouri.

The best attended and most successful institute held in Missouri this season was conducted in the Collegiate Institute, Shelby, Mo.

A suit in the nature of an injunction has been filed in the Circuit Court of St. Louis to restrain the Board of Directors of the public schools of that city from having German or any other language except English taught in the public schools, and to require the board to abolish all branches of study outside of a common English course, on the ground that such branches are not contemplated in the law and charter governing the schools. It is said the injunction if granted will reduce the expenses of the public schools nearly \$250,000 annually.

INDIANA.—The State Association of county superintendents of schools met at Indianapolis last week. Hon. Jas. H. Smart was elected president, and L. P. Harlan, of Marion county, secretary. The afternoon of the first day was spent in a free conference with the State Board of Education on matters of general educational interest. Supt. Smart addressed the meeting, and presented some valuable thoughts on the duties of county superintendents. Last year 6,400 applicants for teachers' certificates were rejected, and more "licenses" were issued than the number of teachers needed. There are over

3,000 teachers under license who have not been employed. The standard, therefore, needs elevating. The question of examinations was discussed at length. President Moss, President White, J. M. Bloss, of Evansville, Dr. John R. Irwin, of Fort Wayne, and other members of the State Board, took part in the discussion. During the second day Prof. Wiley, of Terre Haute, addressed the Association on the advantages and disadvantages of country and city schools as compared with each other, concluding that the balance was largely in favor of the country. Supt. Goodwin, of Clark county, presented the subject of teachers' reports to county superintendents. Supt. Crane, of LaGrange county, read a very interesting paper on "How to do Mischiefs by Visits to Schools." One error which county superintendents are apt to fall into is the practice of criticising the teacher before the school. This will always be productive of mischief. The superintendent should never flatter the teacher, but if he is doing good work he should be judiciously commended. The individuality of the teacher should not be seriously interfered with. Each teacher will have his opinion and his methods. This is absolutely necessary, or he would not be a teacher. He may not always be right, and his methods may be very imperfect, but the superintendent should endeavor to develop and improve them, not remodel them after his own notions. These points were elaborated with considerable earnestness and force.

The number of students in attendance at the State University is considerably larger than a year ago. The college classes contain over 150; the preparatory classes over 150. About twenty per cent of the college students are ladies. Prof. O. B. Clark, recently of Antioch College, Ohio, occupies the chair of Greek in place of Prof. Ballantine, resigned. Prof. W. G. Ballantine, who was chosen to succeed his father, also resigned to accept a position at Oberlin, O. Prof. John C. Freeman, of Chicago, who was appointed to the new chair of history, has accepted the position, but will not begin its duties until next year.

OHIO.—The State University has a freshman class of ninety members.

G. W. Snyder conducts with ability an educational column in the St. Paris *Enterprise*.

The third regular session of the Tri-State Teachers' Association was held at Toledo, Saturday, Oct. 5. The attendance was not as large as at the last meeting, but it was a wide-awake meeting. The "Defects and Wants of the Ungraded Schools of Ohio" was fully and ably discussed by the members. This subject is now uppermost in the minds of the teachers and friends of education in Ohio. This discussion and the discussion at Medina will do much good. Other meetings have been appointed and a memorial to the General Assembly is being circulated, praying for legislation upon the subject. Hon. J. J. Burns, State Commissioner of Common Schools, is active, and is doing good work for the cause. The Central Ohio Teachers' Association will hold its next meeting at Dayton, Ohio, Oct. 25. It will be a rousing meeting. Educational men and teachers from abroad are invited to participate in our councils.

The enrollment in the schools of Columbus for September was 6,410. Of this number 478 are in the High School. The census of the city recently taken by those appointed to take the enumeration of the youth between six and twenty-one years of age shows the whole population of the city to be about 52,000, an increase over last year of about 3,000.

Comparison of the School Statistics of the principal cities of Ohio, for the School Year ending August 31, 1878, prepared by Alston Ellis, Supt. of Public Schools, Hamilton, O.:

CITIES REPORTED.	Enumeration of Youth, 6-21, as taken in Sept., 1877	Number of Different Pupils Enrolled	Average Daily Attendance of Pupils	Total Sum paid for Superintention and Teaching for the School-Year ending August 31, 1878	Cost of Tuition, per Pupil, based on the Average Daily Attendance	Cost of Tuition per Pupil in Average Daily Attendance in High School
Toledo,	13,992	7,665	4,409	\$ 63,528.00	\$14.41	\$28.75
Columbus,	14,188	7,361	5,376	100,900.00	18.77	36.30
Dayton,	10,798	5,695	4,190	88,422.00	21.10	47.40
Springfield,	4,995	2,520	1,891	29,060.00	15.69	23.58
Zanesville,	5,439	3,008	2,190	30,671.75	14.01	28.00
Sandusky,	6,491	2,332	1,796	24,561.22	13.73	28.12
Hamilton,	5,546	1,917	1,482	20,580.00	13.89	40.50
Portsmouth,	3,968	2,190	1,623	24,600.00	15.16	29.34
Akron,	4,281	2,747	2,160	27,946.25	12.98	26.10
Youngstown,	4,442	2,083	1,390	14,996.50	10.79	55.93
Canton,	3,675	2,108	1,469	19,050.00	12.97	29.62
Mansfield,	2,793	1,744	1,321	15,445.00	11.69	21.70
Stubenville,	4,376	2,384	1,816	19,442.00	10.71	25.82
Ironton,	2,629	1,746	1,249	13,000.00	10.41	25.25
Tiffin,	2,672	1,204	860	13,671.00	15.89	49.00
Piqua,	2,339	1,060	771	10,038.00	13.02	23.00
Wooster,	2,549	1,338	904	12,500.00	10.07	14.95
Circleville,	1,941	1,369	948	14,720.00	16.58	32.48
Xenia,	2,212	1,278	959	11,385.00	11.87	32.14
Lancaster,	2,036	1,106	855	12,691.00	14.84	22.22
Gallipolis,	1,685	1,120	743	9,200.00	12.38	25.00
Ravenna,	959	717	525	8,200.00	15.02	26.05
Totals and Averages, . .	104,006	54,689	38,927	\$584,532.72	\$15.02	\$30.51

ILLINOIS.—Miss West, of Knox county, gives an interesting report of the educational exhibit made at the county fair. She severely censures those teachers who did not follow her instructions and whose exhibits were consequently very imperfect and discreditable, and highly praises those who did their best to make a fine exhibit, and succeeded. Every township in the county, except one, sent work to the fair. She says in the report:

"The following which was posted in a conspicuous place by the Awarding Committee expresses my views as well as theirs, and I commend it to the thoughtful consideration of all interested in our schools:

"The Examining Committee would respectfully call attention to the following facts:

"First. The schools taking premiums with the regulation work are those doing the greatest variety and the most miscellaneous work.

"Second. Most schools doing thorough, successful work in one department, are doing it in all.

"Third. Uniformity and unanimity of action among teachers and directors, as pointed out by the Superintendent, secure the best results for the county.

"Fourth. Adherence to a systematic classification gives time for pleasing pursuits outside the daily routine of study.

Fifth. Permanency of teachers is the great need of the county.

Sixth. The schools which combine system, co-operation, and permanency, are the ones which take the most and the highest prizes."

Prof. Pingrey, formerly superintendent of Chenoa schools, is now practicing law in Bloomington, with good success. He is also in Slayton's Lyceum Bureau; subject of one of his lectures is "Woman's Kingdom." He has created a sensation wherever he has delivered this lecture.

From the Chicago *Weekly Journal* we learn that Dr. Gregory, Regent of Illinois Industrial University, has returned from Europe, and the University opened on the 17th ult., with most of the under-graduates of last year in their places, and an unusually large addition is made to the Freshman class. Professors Crawford, Snyder, Burrill, Shattuck, and Webber are also in their chairs after their vacation tours. Major Dinwiddie, the military commandant, is at headquarters, and "the boys" are answering to roll-call.

The Lake View high school, Prof. A. F. Nightingale, Principal, has received the first prize for the best educational exhibit at the Illinois State Fair which was held at Freeport a week or two since. This exhibit consisted of the State Competitive Examination papers, contributed by the Illinois State Teachers' Association, through the enterprising Chairman of the Examining Committee, Prof. S. H. White. This is an honor which we believe to have been worthily bestowed upon the high school at Lake View. Prof. Nightingale was formerly Superintendent of Public Schools in Omaha and President of the State Teachers' Association of Nebraska. He established an excellent system of schools in that growing, ambitious city, and is now concentrating the same energies upon the Lake View High School, which is largely becoming a first class college-preparatory school for boys and girls. About eighty per cent of its graduates are already in college. Harvard, Dartmouth, Amherst, Ann Arbor, Evanston, and Lake Forest Universities all have representatives from this school. Prof. Nightingale is very proud of his school, and well he may be.

IOWA.—Below we give the population of the principal towns of Iowa in 1875, and the wages paid to the teachers in the public schools last year, as gathered from an exchange.

Dubuque—23,605—Supt., none, Principal, \$1,500; Assts. in High School, \$80 to \$90; Grammar Grade, \$45 to \$50; Intermediate, \$30 to \$40; Primary \$25 to \$30.

Davenport—31,234—Supt. \$2,000; Principal, \$1,600; Asst. in High School, \$90 to \$120; Grammar, \$60 to \$70; Intermediate, \$45 to \$50; Primary, \$40 to \$50.

Burlington—19,687—Supt., \$2,000; Principal, \$1,500; Principal Ward Schools, \$1,000; Asst. in High School, \$60 to \$110; Grammar, \$60 to \$50; Intermediate, \$40; Primary, \$30.

Des Moines—14,442—Supt., \$1,900; Principal, \$1,400; Asst. in High School, \$70; Grammar, \$35; Intermediate, \$60; Primary, \$50 to \$60.

Keokuk—11,841—Supt., \$1,500; Principal, \$1,200; Intermediate, \$35 to \$50; Primary, \$50.

Council Bluffs—9,287—Supt., \$1,800; Principal, \$1,000; Intermediate, \$40 to \$50; Primary, \$40.

Muscatine—7,537—Supt., \$1,200; Principal, \$900; Grammar, \$55; Intermediate and Primary, \$40.

Cedar Rapids—7,179—Supt., \$1,500; Principal, \$1,000; Asst. in High School, \$60 to \$65; Grammar, \$60; Intermediate, \$30 to \$50; Primary, \$30 to \$50.

Iowa City—6,371—Supt., \$1,200; Principal High School, \$600; Grammar, \$50; Intermediate, \$40; Primary, \$50.

Waterloo—5,508—Supt., \$1,200; Grammar, \$60; Intermediate, \$50; Primary, \$50.

Marshalltown—4,324—Supt., \$1,700; Principal, \$800; Intermediate and Primary, \$40 to \$60.

Ft. Madison—5,305—Supt., \$900; Grammar \$60; Primary, \$30.

Sioux City—4,220—Principal, \$1,200; Grammar, \$40 to \$55; Primary, \$30 to \$50.

Oskaloosa—Supt., \$1,200; Principal, \$650; Grammar and Primary, \$40 to \$50.

Ft. Dodge—3,737—Supt., \$1,200; Primary and Intermediate, \$40 to \$60. Independence—3,454—Supt., \$1,500; Primary, Intermediate and Grammar, \$35 to \$50.

Mr. Chas. E. Smith, superintendent-elect of the Lyons public schools, was married recently to Miss Ada M. Floyd, of Winthrop, Maine.

"Brains and How to Use Them," was the subject of a very fine lecture delivered before the Clinton county Teachers' Institute at De Witt, by Rev. J. Y. Atchison, of Clinton.

Marshalltown has 1,604 children entitled to school privileges.

THE CHAUTAUQUA LITERARY AND SCIENTIFIC CIRCLE.

I. AIM.

This new organization aims to promote habits of reading and study in nature, art, science, and in secular and sacred literature, in connection with the routine of daily life, especially among those whose educational advantages have been limited, so as to secure to them the college student's general outlook upon the world and life, and to develop the habit of close, connected, persistent thinking.

2. METHODS.

It proposes to encourage individual study in lines and text-books which shall be indicated; by local circles for mutual help and encouragement in such studies; by summer courses of lectures and "students' sessions" at Chautauqua, and by written reports and examinations.

3. COURSE OF STUDY.

The course of study shall cover a period of four years. An experimental course for the first year has been arranged as follows:

1. Studies in English history and literature.
2. Bible history and literature.
3. Greek history and literature.
4. Astronomy.
5. Science of every-day life.

4. INITIATION FEE.

To defray the expenses of correspondence, monthly reports, etc., an initiation fee of fifty cents is required. This amount should be forwarded to F. D. Carley, Esq., Louisville, Ky.

5. APPLICATION FOR MEMBERSHIP.

The application for membership contains ten questions, which should be answered, and forwarded for the class of 1882, before November 20, 1878, to Dr. Vincent, Plainfield, N. J.

6. EXPENSES.

It is hoped that the books required will not cost more than five or six dollars a year for each person. By forming "local circles," and providing "neighborhood libraries," this item of expense may be greatly reduced.

7. TIME REQUIRED.

Forty minutes' reading and study each week-day will enable the student in nine months to complete the books required for the year. More time than this will probably be spent by many persons, and for their accommodation a supplemental course of reading on the same subjects will be indicated. The habit of thinking steadily upon worthy themes during one's secular toil will lighten labor, brighten life, and develop power.

8. EXAMINATIONS.

The annual examinations will be at the homes of the members, and in writing. Lists of questions will be forwarded to them, and by their written replies the "Committee on Examination" can judge whether or not they have read thoughtfully the books required.

9. ATTENDANCE AT CHAUTAUQUA.

Persons should be present to enjoy the annual meetings at Chautauqua, but attendance there is not necessary to graduation in the C. L. S. C. Persons who have never visited Chautauqua may enjoy the advantages, diploma, and honors of the "Circle."

10. MONTHLY REPORTS.

Postal card blanks for nine months' reports will be furnished all members. These will indicate the number of pages read, the time spent in reading, etc.

11. BOOKS REQUIRED.

The books for the first year are as follows:

[NOW READY, OCTOBER, 1878.]

Chautauqua Text-Book, No. 4. English History. By J. H. Vincent. Price, ten cents.

A Short History of the English People. By J. R. Green. Price, \$1.52.

Primer of English Literature. By Rev. Stopford Brooke. Price, forty cents.

Outline of Bible History. By Dr. J. F. Hurst. Price, fifty cents.

The Word of God Opened. By Dr. B. K. Pierce. Price, \$1.

Chautauqua Text-Book No. 2. Studies of Stars. By Dr. H. W. Warren. Price, ten cents.

Fourteen Weeks in Human Physiology. By Dr. J. Dorman Steele. Price, \$1.40.

Old Greek Life. By J. P. Mahaffey. Price, forty cents.

Old Tales Retold from Grecian Mythology. By Augusta Larned.* Price, \$1.40.

[Any of these books sent by mail, post paid, on receipt of price. Address, Nelson & Phillips, 805 Broadway, New York.]

[TO BE READY MARCH 30, 1879.]

Chautauqua Text-Book No. 5. Greek History. By Dr. J. H. Vincent. Price, ten cents.

Chautauqua Text-Book No. 6. Greek Literature. By Dr. A. D. Vail.

*This book is not absolutely required. We deem it desirable, however, that every member of the Circle should read it.

[TO BE READY LATER.]

A Book on Astronomy. By Dr. H. W. Warren.

12. BOOKS SUPPLEMENTAL.*

[The following books are not "required." The honors of the Circle do not depend upon them. All persons who have leisure are urged to read one or more of the books here indicated under each general topic.]

1. IN ENGLISH HISTORY AND LITERATURE.—*English Literature*, by Shaw. (Backus' Edition.) Price, \$1.50.

Dickens' History of England. Price, \$1.

Macaulay's Essays on Bacon, Milton, and Dr. Johnson. Price, 25 cents each.

Milton's Areopagitica, with Essay by Seeley.

Bacon's Essays. Price, \$1.25.

Julius Caesar. Shakspeare. Rolfe's Edition. Price 60 cents.

2. IN GREEK HISTORY AND LITERATURE.—*Homer*. By W. E. Gladstone. Price, 50 cents.

Stories from Homer. By Church.

Anthos' Manual of Greek Literature.

Smith's Student's History of Greece. \$0.75.

Ancient and Modern Greece. By Dr. C. C. Felton.

3. IN BIBLE HISTORY AND LITERATURE.—*Companion to the Bible*. E. P. Barrows. \$1.75.

Dictionary of Religious Knowledge. By Lyman Abbott, D. D. Price, \$6.

4. IN ASTRONOMY.—*Ecce Cælum*. By Rev. E. F. Burr, D. D. Price, \$1.25.

Half Hours with the Telescope. By Prof. R. A. Proctor. Price \$1.25.

5. IN THE SCIENCE OF EVERY-DAY LIFE.—*Youth's Health Book*.—[Harper's Half-Hour Series.] Price, 25 cents.

Mental Hygiene. By Ray.

13. LOCAL CIRCLES.

Individuals may prosecute the studies of the C. L. S. C. alone, but their efforts will be greatly facilitated by securing a "local circle, of two or more persons, who agree to meet as frequently as possible, read together, converse on the subjects of study, arrange for occasional lectures by local talent, organize a library, a museum, a laboratory, etc. All that is necessary for the establishment of such "local circles" is to meet, report organization to Dr. Vincent, Plainfield, N. J., and then prosecute the course of study in such a way as seems most likely to secure the ends contemplated by the C. L. S. C.

14. MEMORIAL DAYS.

Twelve days are set apart as days of especial interest to every member of the C. L. S. C., and as days of devout prayer for the furtherance of the objects of this society. On these days all members are urgently invited to read the literary or scriptural selections indicated, to collect some facts about the authors whose birthdays are thus commemorated, and to invoke the blessing of our Heavenly Father upon this attempt to exalt his Word, and to understand and rejoice in his works.

1. *Opening Day*. October 1. Read Psalms 1, 8, 23, and William Cullen Bryant's Letter on the C. L. S. C. [See volume on "Memorial Days of the C. L. S. C."]

[The chapel bell at Fairpoint, Chautauqua Lake, will ring at noon, Oct. 1, and on every other "Memorial Day" during the year. Wherever they may be, true Chautauquans can hear its echoes.]

2. *Bryant's Day*, Nov. 3, 1878. [Born Nov. 3, 1794.] Read "Thanatopsis," "A Forest Hymn," and "The Planting of the Apple-tree."

3. *Special Sunday*, Nov. 10. Read Job 28.

4. *Milton's Day*, Dec. 9. [Born Dec. 9, 1608.] Read "Hymn of the Nativity," and "Satan," from "Paradise Lost."

5. *College Day*, Jan. 30, 1879. This is the day of prayer for colleges usually observed in the churches. Let all members of the C. L. S. C. be present at such services in their neighborhood. Read Prov. 1.

6. *Special Sunday*, Feb. 9. Read Psalm 19.

7. *Shakspeare's Day*, April 23. [Born April 23, 1564.] Read "Fall of Cardinal Wolsey," *Henry VIII.*, Act 3, Scene 2. "Hamlet's Soliloquy on Death," *Hamlet*, Act 3, Scene 1.

8. *Addison's Day*, May 1. [Born May 1, 1672.] Read the "Vision of Mirza," and extract from Essay on "The Omnipresence and Omniscience of the Deity."

9. *Special Sunday*, May 11. Read Matt. 25.

10. *Special Sunday*, July 13. Read 1 Cor. 13.

11. *Inauguration Day*, Aug. 9. First anniversary of C. L. S. C. at Chautauqua.

12. *St. Paul's Day*, Aug. 16. Anniversary of the dedication of St. Paul's Grove at Chautauqua. Read Acts 17: 10-34.

15. OUR CLASS MOTTOES.

"We study the Word and the works of God."

"Let us keep our Heavenly Father in the Midst."

16. ST. PAUL'S GROVE.

The center of the Chautauqua Literary and Scientific Circle is in the beautiful grove at Fairpoint, Chautauqua, and was dedicated Aug. 17, 1878, by Bishop R. S. Foster, in the presence of a large, devout, and enthusiastic au-

*A circular will be prepared shortly, containing prices of these books, and sent on application.

dience. It is the purpose of the managers of Fairpoint to have St. Paul's Grove fitted up with rustic seats, statuary, fountains, etc., and to make it a place full of beauty and of inspiration to all members of the Circle.

17. FIRST YEAR.

Hereafter the year will commence Oct. 1, but for the first class (that of 1882) an opportunity will be given persons to join the "Circle" up to Nov. 20, 1878. Persons desiring forms of application, or information concerning the Circle, should address *Dr. Vincent, Plainfield, N. J.*

[The organ of the C. L. S. C. is, "The Assembly Herald," Rev. T. L. Flood, editor, M. Bailey, Esq., Jamestown, N. Y., publisher. Issued daily during the Chautauqua meetings, monthly during the rest of the year. Price \$1.60.]

1. Give your name in full.
2. Your Post Office Address.
3. Are you married or single?
4. What is your age? Are you between 20 and 30, or 30 and 40, or 40 and 50, or 50 and 60, etc.?
5. If married, how many children living, under the age of sixteen years.?
6. What is your occupation?
7. With what religious denomination are you connected?
8. Do you, after mature deliberation, resolve to prosecute the four years course of study presented by the C. L. S. C.?
9. Do you promise to give at least four hours a week, from Oct. 1st to July 1st, to the reading and study required by this course?
10. How much more than the time specified do you hope to give to this course of study?

*We ask this question to ascertain the possible future intellectual and moral influence of this "Circle" on your homes.

Home and School.

This department is designed for the instruction and entertainment of parents and children. Original contributions and translations are solicited.

JAPANESE SCHOOL COMPOSITIONS.

Some of the first attempts of students at committing their ideas to paper through the medium of English are somewhat amusing in one sense.

The following composition was duly read on the day for such exercises:

"TOKIO.

"Tokio is very large city in the world; it contain about one million of people and one thousand streets. The men in Tokio is so many, but science men very seldomly appear comparatively, therefore civilized men is very little —men in Tokio is very uneconomist. Its most principal streets are Ginza, Nihonbashi, Kojimachi, Asak'sa, Dakurocho, and others, fire in Tokio is very common, ther houses is destroyed by it two times a year. I think will not destroyed if ther houses is bluid [built] from stone, but ther mind do not to reach it, therefore is uneconomist as I said above. I like to write story of the city but would have no time to write. I will write to you very much afterward."

We have adopted the plan of having pupils write sentences only, till they can do so in a comprehensive manner. In this they usually succeed somewhat better, and yet some of their efforts in this direction not only lack in clearness, but have a touch of the ludicrous as well, as the following examples will show: "Remorsing his foolish and having ashamed it he was forgave." "A gentleman divided his property into his four sons at the point of death." "There was a pleasant wife whose name was Masa; she was justice and obedience; she did not so humorous as another women, and assisted of cultivation of her husband in day, and in night she endeavored to amuse her old mother's tedium." "She could done what she hath."

Doubtless our crude efforts to speak and write their vernacular afford them as much if not more cause for merriment. A missionary, not the earliest in the field, not long since attended the services of a colleague, and at the closing was asked to dismiss the congregation. He complied, but unwittingly went through the formula for baptism instead of the benediction, not discovering his mistake till too late to correct it.—*John C. Ballagh, in Harper's Magazine for October.*

Dangers are lurking about the halls of the schools! Yes; but dangers lurk everywhere. All things counted, it is as safe as any place you can find, provided you send him to the right school. A smaller per cent of boys are spoiled at school than anywhere else. Look about any little town; loafers are too numerous for the population; and nearly all are doomed. A smaller per cent of scholars go down than any other class. A scholar in the purlieus is a rare specimen.—*N. Y. Christian Advocate.*

A senior thus describes his unsuccessful attempts to gain the attention of a young lady: "I wanted to see her ever so much, but some old fellow rushed in ahead, and there I was eliminated by substitution."

[Written for "Home and School."]

SUNDAY EVENING IN THE WOODS,—OCTOBER.

TARPLEY STARR, Virginia.

THESE silent, solemn Sabbaths,
In the golden autumn calm,
When God prints with sun and shadow
Such a grand cathedral psalm.

How we bow in voiceless worship
As that diapason roll
Sweeps from nature's full-toned organ
Through the rapt and awe-hushed soul.

Not a voice but hath a sermon,
In "Divine commission's" right,
For each preacher bears the heaven
Round its head in haloed light.

Yonder sky—so deep and tender,
Ocean love of God defining,
With each cloud turned inside outward,
Showing earth the silver lining,

"High priests" all in gorgeous trappings
Stand those hectic death-flushed trees;
When will church priests in their vestments
Preach us sermons like to these?

Cheerful cricket's chirp autumnal
Through the dead grass lank and long,
Where is choir by Art invoicéd
That can sing us such a song?

And that partridge's clear staccato
Through the corn leaves sear and dried
Piping in its dauntless faith tone,
"I'll not fear! God will provide!"

Sparrows picking on the gravel
Dinner without stint or care
At the grand Love-feast of Nature
Paying never bill or fare,—

Little wot the timid preachers,
What sweet seeds of faith they'r sowing,
That no creature falleth earthward,
But by our dear Father's knowing.

Yonder butterfly, gay worldling—
Painted once, now fading fast—
Ah, poor pride! to this complexion
Must thy autumn come at last!

There—a leaf across my shoulder
Floateth down, a noiseless thing,
Yet its bloodless finger toucheth
Like a feather from Time's wing.

Does the death-bell through our Life trees
Anywhere breathe of our dead
With such weird spirit whispers
As these bare boughs over head?

Oh, Resurgam! Life Restorer!
Through decay thy Spring comes back;
Though hope's sear leaves falling, dying,
Make thy path a hidden track;

Through life's forests of dim voices,
Thy grand harmonies unfold,
And through dust of all Love's graveyard
'Tis thy leaf-bud stirs the mold.

Dear dead leaves—that rustle, rustle,
On the grave of all our Past,
How you tell us of that Springtime,
God will bring to us at LAST!

PUBLISHERS' DEPARTMENT.

BACK NUMBERS of the WEEKLY will be furnished for ten cents each until the supply is exhausted. Bound volume for 1877, Half Morocco, can be had for \$5.00. Covers alone, 75 cents.

If notice is sent us of a missing number immediately on receipt of the next number, we will mail it free. Always give the number of the paper, not the date.

In ordering a change in the address of your paper, always give the postoffice and state from which you wish the address changed.

TERMS OF SUBSCRIPTION.

\$2.50 per year (50 Nos.); \$1.50 per volume (25 Nos.). In clubs of five, \$2.25 and \$1.35. In clubs of ten, \$2.00 and \$1.20. Three months on trial, 60 cents. Sent to Public Libraries and Reading Rooms for \$2.00 a year. Payment invariably in advance.

The last number paid for by each subscriber is on the address-label. The paper will not be sent beyond that number unless the subscription is renewed, which should be done two weeks in advance.

Remittances should be sent by registered letter, draft, or postoffice money order, payable to VAILE & WINCHELL.

TERMS OF ADVERTISING.

Per line, agate measure, 10 cents each insertion. When a special location is chosen, 12 cents a line. Special Notices, in Publishers' Department, 25 cents a line.

Special rates for twelve, six, and three months' contracts. Orders from strangers must be paid monthly in advance. Copy should be received by Saturday noon, previous to date of issue.

Each advertising page of THE EDUCATIONAL WEEKLY contains three columns, each column ten inches, and one inch fourteen lines.

No advertisement will be inserted for less than one dollar. Address all communications to

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